|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy | | | | | |
| **Focused Priority: Improve the consistency of high-quality teaching for all learners by teachers adopting a collaborative approach to using the evaluation toolkit developed last session** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.3 - all themes 2.4 personalised support  1.1 - theme 3  3.2 - all themes | | | **N/A** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| The consistency of high-quality teaching will improve across ***all*** stages to ensure that outcomes improve for ***all*** ***learners*** across the curriculum, but particularly in literacy and numeracy. Learners will be expected to be able to articulate next steps in learning. | * ***All teaching staff*** will use a TLC approach to identify an area for professional development from the evaluation toolkit developed last session. The area they have chosen to focus on is the learning environment * Teachers will work collegiately in pairs or small groups to discuss a focus, plan a lesson and observe each other with the observee setting the criteria for the observation * Following the peer observation, teachers will engage in professional dialogue to share key points and ideas for moving forward * If appropriate, professional reading may be used to provoke discussion or help with planning * Approach will be evaluated fully towards the end of session 23/24 and next steps agreed | Strategic lead – L Duncan  Leadership will be devolved to ***all teaching*** ***staff*** to manage their own learning and support one another throughout the process - SLT will support where necessary | | * Progress with the approach will be discussed at departmental/staff meetings and any adjustments made as necessary * Data will be collected and analysed from quality assurance visits and learning partnership visit, feedback will also be gathered from learners, staff and parents * Approach will be evaluated fully towards the end of session 23/24 and next steps agreed | **By the end of May 2024**  **Collegiate time will be utilized** |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improvement in young people’s health and wellbeing | | | | | |
| **Focused Priority: Refresh our current relationships and positive behaviour policy in line with our agreed evaluation toolkit, specifically the learning environment section.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2- themes 1 and 3 2.4 personalised support  2.3- theme 1  3.1- themes 1 and 3 | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| **All learners** will benefit from **all staff** having an agreed understanding of what constitutes an inclusive classroom which includes relationships, high expectations, management and behaviour (the 4 elements previously agreed upon from our evaluation toolkit.) **All learners** will be made aware of their own role through revisiting “What makes an effective learner.”  Expected impact for learners – less walk outs, more able to self-regulate or be supported to self-regulate | 1.Whole school input and professional dialogue on relationships, high expectations, management and behaviour.  2.Collegiate time given for all staff to be involved in refreshing our current relationships and positive behaviour policy cognisance will be taken of de-escalation programme and learner participation programme supported by the E.P team  3. Share refreshed document with all stakeholders. | Strategic lead- G Blyth/A Watt (E.P. team)  Operational- all staff | | Direct observations.  Use of evaluation toolkit/learning record visit for Learning Partnership visit and QA visit 1.  Gathering views of staff, pupils and parents.  Power B.I. data will be analysed e.g exclusions/attendance etc | 1. Input began at June ‘23 InSet and will continue throughout session 23/24 2. By May ‘24 3. Share with all stakeholders in Jan. ‘24 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Closing the attainment gap between the most and least disadvantaged children and young people | | | | | |
| **Focused Priority: Reading skills development with a focus on ‘reading for writing’ from Early – First Level.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| Key QI – 2.3 Theme 2 Other relevant Qis – 3.2 – all themes | | | **NA** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All P1-P3 staff with have a clear & consistent understanding of the progressive nature of skills for reading, to support development of skills for writing across the Early to First levels of Literacy Es & Os. | Analysis of BASE & CFE declarations to identify target groups at P1, P2 & P3  Professional dialogue in relation to barriers to Literacy for key pupils and early intervention groups created to develop highlighted areas of deficit.  Collaboration with Early Years Depute DPS & MPS to observe their setting and use of WFL progression pathways to develop Literacy skills & engage in further development of successful interventions in their context.  Increased SFL input via YARK reading model to also allow further assessment and tracking of data to monitor impact and again allow early detection of barriers to support.  Groupings communicated to teaching staff with clear expectations regarding support of pupils and allocation of teacher/PSA time to targeted groups.  Regular and robust reflection and planning meetings to track engagement, attendance and attainment of these pupils.  Comparative data from Aug – June 23 as quantities evidence.  Learner participation for qualitative data via direct observations both SLT and LP.  Professional enquiry from early phase teachers but supported by experienced department teachers to permeate examples of good practice across Early – First level. | C Houston  C Houston & P1-~P3 team  C Houston  C Houston & E McDonald  C Houston, Early Years Team & PSAs  Early Years Team & PSAs  C Houston, Early Years Team & PSAs  C Houston  G Blyth, C Houston, LP Team | | A How will evidence be gathered – data, views, direct observations?  Direct observations  Data – tracking, BASE/CFE  formative assessment  Gathering views of staff  Gathering views of pupils  Looking outwards to promote positive change in teaching of reading skills to support writing. | Are these linked to Working Time Agreement?  Sept 23  Sept 23  Oct 23 / Jan 24/ March 24  Aug 23  Sept/Oct 23  Strategic calendar – termly planning and professional dialogue throughout year  June 23  Ongoing throughout observations and pupil voice team.  Jan – May 23 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |